Foreword

The *World Education Forum 2015* (WEF, 2015), which was held in the Republic of Korea in May of this year, concluded with the adoption of the *Incheon Declaration*. In outlining the principles that will define global education development until 2030 (the 'Post-2015 Agenda'), this Declaration includes a strong commitment to 'promoting quality lifelong learning opportunities for all, in all settings and at all levels of education'. This involves the provision of flexible learning pathways as well as the recognition, validation and accreditation (RVA) of the knowledge, skills and competencies acquired through non-formal and informal learning. It will also be important to ensure that all youth and adults, especially girls and women, acquire life skills, achieve relevant and recognized levels of proficiency in functional literacy and numeracy, and are provided with adult learning, education and training opportunities.

These Incheon principles will guide the work of UNESCO's education sector as well as UIL's activities in the years to come. UIL will continue to contribute to UNESCO's fundamental objectives through the work of its programmes and units. I am aware of the considerable semantic difference elicited by the use of the word 'opportunities' in the goal cited above, as 'promoting lifelong learning opportunities for all' is certainly less ambitious than 'promoting lifelong learning for all'. Nevertheless, I welcome the fact that the goal is oriented to concrete learning practice.

Furthermore, UIL's work will also play an important role in addressing the *United Nations' Sustainable Development Goals* (SDGs), which were adopted in September. Global sustainable development requires paying attention to a new universal agenda, relevant for all countries in the world, which will be a key aim for UIL.

The activities described in this issue illustrate UIL's role with respect to the *Incheon Declaration* and the Sustainable Development

Goals. These activities would not be possible without the continued support of UIL's partners worldwide. To them, I would like to convey my sincere gratitude.

Arne Carlsen, Director UIL

Learning cities

2nd International Expert Meeting for preparing the 2nd International Conference on Learning Cities

The 2nd International Expert Meeting for preparing the 2nd International Conference on Learning Cities (ICLC) was held in Hangzhou, China, on 3 and 4 March. More than forty participants, including representatives of UNESCO offices and UN agencies, global leaders, mayors, city education executives and representatives of the private sector and international organizations came together to prepare the 2nd ICLC.

Mr Du Yue, Secretary-General of the Chinese National Commission for UNESCO, stressed the importance of lifelong learning for sustainable development and the key role played by cities in this regard.

Participants provided feedback and input on several initiatives prepared by the UIL coordination team of the Global Network of Learning Cities (GNLC). These initiatives were presented at the 2nd ICLC. Participants gave final feedback on the UNESCO Guidelines on Developing Learning Cities; initial input on these guidelines had been provided at the 1st International Expert Meeting (Mexico City, 27 November 2014). Mr Arne Carlsen, Director of UIL, recalled the significant progress that has been made since the 1st ICLC in

Mr Du Yue, Secretary-General of the Chinese National Commission for UNESCO (left). Mr Arne Carlsen, Director UIL

building learning cities worldwide and in establishing the GNLC. He expressed his gratitude to all partners for their support and anticipated the great success of the 2nd ICLC, thanks to the collective efforts of UNESCO and all stakeholders.

Literacy and lifelong learning

Addressing Mexico's literacy challenges from a lifelong learning perspective

Around 100 specialists, researchers and senior professionals from the formal and non-formal basic education sector met at an international symposium on 11 February in Mexico City. The symposium, entitled "Lifelong Literacy",

was co-organized by the Inter-American Development Bank (BID), the Mexican Ministry of Education (SEP) and the Mexican National Institute for Adult Education (INEA) to discuss Mexican literacy challenges from a lifelong learning perspective. This was the first time that stakeholders from formal and non-formal education jointly sought solutions to the problem of millions of Mexican children, youth and adults without either foundational levels of literacy and numeracy skills or primary and secondary school leaving certificates.

While renowned Mexican experts explained their views on how to address linguistic and ethnic diversity and ensure the continuity of learning

processes for newly literates, presenters from Argentina, Brazil and Colombia

shared best practices experiences from their countries.

Guiding principles and literacy-related terminology

An international seminar on the uses of literacy-related terminology in different European languages took place at UIL from 2 to 3 February. The event was co-organised by UIL and the National Research and Development Centre for Adult Literacy and Numeracy (NRDC) of the Institute of Education, University of London, and in the context of the European Literacy Policy Network (ELINET).

The seminar recommended a series of guiding principles on how terminologies may be more precise (e.g. what is meant by "basic" or "functional" literacy), while at the same time acknowledging increased complexity and respecting adult literacy learners (i.e. avoiding negative and stigmatizing connotations). Participants agreed to develop a learning package that can be used by different stakeholders in Europe to advocate for an enhanced understanding of literacy.

In preparation for this discussion a survey was designed to gather information from thrity-three organisations in eighteen European countries. While many responses pointed to an understanding of literacy as a continuum

of learning, there is also terminology in use that reflects the traditional dichotomy of literate versus illiterate.

Towards equitable and inclusive quality education and lifelong learning for all by 2030

The World Education Forum 2015, which was held from 19 to 22 May 2015 in Incheon, Republic of Korea, assembled 1,700 global leaders in education, including 130 ministers. Policy-makers, experts, teachers and representatives of civil society and the private sector took stock of achievements and shortfalls in the implementation of the EFA goals. The forum concluded with comments on the draft Education 2030 Framework for Action and ended in the adoption of the Incheon Declaration.

The provision of lifelong learning opportunities for all was one of the key themes during the forum, next to the right to education, equity in education, inclusive education and quality in education.

Mr Arne Carlsen, Director of the UNESCO Institute of Lifelong Learning, organised a group session on
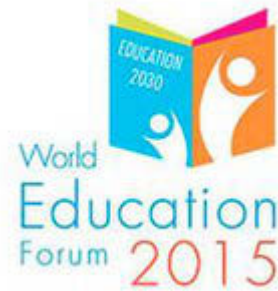
Expanding the vision: youth and adult literacy within a lifelong learning perspective, during which he was a speaker. He also organised and chaired the group session on Operationalising lifelong learning. This session analysed countries' progress, trends and challenges towards the achievement of lifelong learning for all; participants shared their best practices in formu-

lating and implementing policies and strategies for the development of lifelong learning systems and societies. The session concluded with a consideration of an operational definition of lifelong learning and a reflection on ways of monitoring and measuring progress.

Conference website: http://en.unes-co.org/world-education-forum-2015/

RAMAA enters its second phase

The sixth international action research workshop on measuring literacy programme participants' learning outcomes (RAMAA) was held in Abidjan, Côte d'Ivoire from 4 to 6 May 2015. Organised by the UNESCO Institute for Lifelong Learning (UIL) in partnership with the UNESCO Offices in Dakar, Abuja, and Abidjan, the meeting was held in order to carry out a critical review of phase 1 of the project, from 2011 to 2014, and reach consensus on the planning of phase 2.

The opening ceremony was chaired by Côte d'Ivoire's education minister, Her Excellency Mrs Kandia Camara, and attended by some fifty participants. These included education ministry

officials, university professors, and specialists from national statistical institutes in the phase 1 countries (Burkina Faso, Mali, Morocco, Niger and Senegal). They also represented countries that had expressed interest in the project: Benin, Cameroon, Côte d'Ivoire, Central African Republic, Democratic Republic of the Congo, Chad and Togo. Other delegates included international experts from the OECD, the Centre international d'études pédagogiques (CIEP), the UNESCO Institute for Statistics (UIS), researchers and consultants from Hamburg University and from Canada, and technical and financial partners from the Swiss Agency for Development and Cooperation (SDC), the African Development Bank (AfDB), and the Association for the Development of Education in Africa (ADEA).

The first phase of the project has produced results that are already visible nationally. In Morocco, for example, data from RAMAA provided an important basis for the redevelopment of the national literacy strategy and road map for 2014 to 2020. In Niger, the results were used to draw up the accelerated adult literacy plan recently adopted by the government. The results are also being considered as a framework for a possible master's in education degree at Dakar University's National School of Applied Economics (ENEA).

During the planning of phase 2, participants agreed that there was an urgent need to improve the quality of the existing measurement tools, which would require a substantial revision of the competence framework. This must be managed in such a way as to strengthen governance to provide effective support to participating countries

and enhance quality assurance for the tools. All twelve countries listed above, and the external experts and partners, expressed a strong commitment to taking part in phase 2 of the project.

UIL Director Arne Carlsen ended the workshop by emphasising that the institutional dialogue with the twelve partner countries would continue, and introduced UNESCO's road map for the continuation of the project. This will include finalising the phase 1 report, the phase 2 conceptual document and the research plan, and establishing a system of governance.

For more information on RAMAA, please visit http://uil.unesco.org/en/home/programme-areas/literacy-and-basic-skills/ramaa-measuring-learning-outcomes/

Updating the training of educators in Mali

UNESCO is working with the Government of Mali to reinforce the country's capacities in the training of educators with a view to achieving the Education for All goals. The chief objective is to strengthen the institutional capacities of ministries in charge of education as well as those of structures and institutions responsible for the initial and continuing preparation of educators.

Under the leadership of Mali's Ministry of Education, and coordinated by UNESCO Bamako, three UNESCO Institutes – the UNESCO International Institute for Capacity Building in Africa (IICBA), the UNESCO Institute for Lifelong Learning (UIL) and the UNESCO International Institute for Educational Planning (IIEP) – have reviewed and reoriented Mali's capacity-building structures as a first step towards creating a comprehensive policy on capacity

development for educators, including those working in non-formal education. They have also revised existing material for the training of educators throughout the entire education sector.

Four thematic modules – (1) reading, writing and maths; (2) monitoring, supervision, support and

counselling; (3) school management in a crisis or post-crisis context; and (4) evaluation of learning achievements at school – were presented and discussed in a recent workshop. This workshop brought staff and representatives from ministries of education and national training institutions together with

experts from IICBA and UIL to finalize the modules. All participants agreed that the modules should be applicable within a broad understanding of the function of educators in formal as well as non-formal learning contexts. In a last review exercise immediately after the workshop, they also agreed upon principles for finalizing these modules. After the modules are officially launched in autumn 2015, the modules will be applied in training institutions in order to build the core competences of Mali's future teachers and educational personnel.
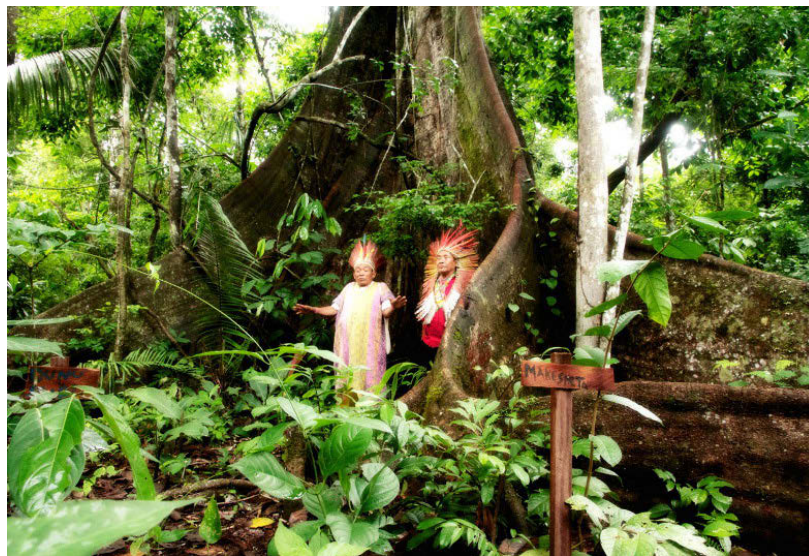
Adult learning and education

Indigenous Peoples and the Decolonization of Science

A symposium on Indigenous Peoples and the Decolonization of Science took place on 15 to 18 January 2015 at the campus of the University of Bremen, Germany. It was organized by Ms Eliane Fernandes, lecturer and researcher from the Institute of Anthropology and Cultural Research of the same university, in cooperation with die schwelle, a local NGO.

Indigenous representatives, students and international researchers of the University of Bremen attended the meeting and discussed the need to recognize and introduce indigenous knowledge in the academy.

Two UIL representatives took part in the symposium: Ms Ulrike Hanemann who spoke about literacy from a lifelong learning perspective and provided concrete examples of literacy programmes that target indigenous peoples. Mr Stephen Roche, Executive Editor of UIL's International Review of Education – Journal of Lifelong Learning (IRE) was present to help select papers

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for a future special issue of IRE on indigenous education.

During the symposium it became evident that indigenous approaches to learning and living can contribute significantly to address many of the huge challenges that the globe is facing, especially towards achieving sustainable ways of development.

Adult learning for sustainable development: taking stock of achievements since 2009

'Living and learning for a viable future – the power of adult learning' was the motto of UNESCO's Sixth International Conference on Adult Education (CONFINTEA VI, 2009). Is it still valid in the light of the new UN development goals? At the 9th World Assembly of the International Council for Adult Education (ICAE) in Montreal, Canada,

in June 2015, UIL Director Arne Carlsen announced that the UNESCO Institute for Lifelong Learning (UIL) will organize a CONFINTEA Mid-term Conference in late 2016. Several Member States have expressed interest in hosting this conference, which will focus on reviewing the progress being made on the implementation of the recommendations from the Belém Framework for Action (BFA, 2009). Together, with the third Global Report on Adult Learning and Education (GRALE III),

which will be published by UIL in 2016, the Mid-term Conference will help to position adult learning and education (ALE) in relation to the United Nations' Sustainable Development Goals (SDGs). The Conference will provide a forum for the international ALE community to assess achievements made so far and agree on a road map towards further implementation of the BFA recommendations.
In its final declaration, the ICAE World Assembly emphasized that education

for sustainable development is 'integral for the future' and called on the UN Summit on the Post-2015 Development Agenda (September 2015, New York) to accord priority to universal adult literacy and adult education. The Director and staff of UIL highlighted the function of ALE for sustainable development in several Assembly workshops and sessions.

Developing a curriculum for adult literacy education in Afghanistan

Within the framework of the Enhancement of Literacy in Afghanistan (ELA) 3 Programme, which is funded by the governments of Japan, Sweden and Finland, UNESCO Kabul and the Afghan Ministry of Education's Literacy Department organized a 3-day workshop in Kabul from 13 to 15 April 2015 in order to develop the core competencies for the literacy curriculum.

The workshop was officially opened and closed by the Deputy Minister for Literacy Education, Mr Mohammad A. Karbalai. It was attended by forty-six participants, mainly from the Literacy Department, who broadened their understanding of competency-based curriculum development and, on the basis of needs assessments findings resulting from field research, determined a set of core competencies that should be prioritized in the future literacy programme.

As part of UIL's technical support for UNESCO Kabul in implementing ELA 3, Ulrike Hanemann assisted the ELA team with the facilitation of the workshop. In additional working meetings with the ELA team, she discussed the process and strategic orientation of the programme. She also provided technical

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advice to the Literacy for Empowerment of Afghan Police (LEAP) team and held two meetings with the Deputy Minister

for Literacy Education to explore possibilities of future cooperation with UIL.

The new UNESCO Recommendation on Adult Learning and Education (ALE): how much impact will it have?

Members of the Network on Between Global and Local: Adult Learning and Development – one of the networks making up the European Society for Research on the Education of Adults (ESREA) – reviewed the process of revising the 1976 UNESCO Recommendation on Adult Learning and Education when it gathered for a conference entitled 'Perspectives on Community Practices – Living and Learning in Community'.

During a panel discussion at this conference, which took place from 18 to 20 June 2015 in Ljubljana, Slovenia, the planned adoption of a new revised recommendation was welcomed. Werner Mauch (Senior Programme Specialist at the UNESCO Institute for Lifelong Learning) described the objectives and current state of the ongoing revision process; Marcella Milana (Aarhus University, Denmark) focused on the proposed new recommendation's 'actualizing', 'modernizing', 'positioning' and 'popularizing' elements; and Carlos Vargas Tames (Deusto University, Spain) examined conceptual changes and challenges for implementation. Vida Mohorčič-Špolar (University of Maribor

ESREA Network
Ljubljana, 19.6.2015
. Foto: Črt Lipej

and University of Ljubljana, Slovenia) focused on the Slovenian context, describing the limited impact of the 1976 Recommendation on Slovenia's ALE policy and practice, as well as the inadequate participation of relevant players in the consultation process for the new version.

Participants of the panel discussion agreed that a new recommendation

is needed, especially in order to underline the contribution of ALE to social development. They also praised UNESCO's rights-based approach to education, highlighting the relevance of UNESCO's broad vision of education and training for adults in current international discourse.

Provision of basic skills for adults – Strategies that work

Policy coherence in adult basic skills can only be achieved if policy makers look beyond their own policy sphere to seek cross-organisational coordination at the different levels of government while favouring integrated approaches.

Different experiences, mainly from the Netherlands, but also from Spain, Switzerland and the UK, were analysed with regard to their policy coherence at the 2015 Annual Collaborative Workshop of the European Basic Skills

Network (EBSN). The collaborative workshop, entitled 'Strategies that work: governance, financing and implementation in the provision of basic skills for adults', was organised in cooperation with the Dutch Ministry of Education in The Hague, the Netherlands, from 3 to 5 June 2015. The 78 participants included representatives from 19 European countries, as well as delegates from the European Commission and UIL, which has been a

member of the EBSN since its foundation in 2010.

There are currently interesting developments in the field of adult literacy in the Netherlands, including a new legal framework. In addition, the British National Institute of Adult Continuing Education (NIACE) shared a policy success story from the United Kingdom of Great Britain and Northern Ireland, where in recent years 5.7 million adult learners were reached by

Basic Skills Agency programmes. On the basis of lessons learnt and challenges identified, participants formulated a set of recommendations which will soon be summarised into a Conference Declaration. Among these recommendations are ideas for developing sustainable literacy learning systems with a long-term perspective, for increasing the focus on people and networks, and for bringing policy-makers to learning centres to listen to literacy learners' views. UIL presented the recently launched guidebook Action research to improve youth and adult literacy, which was selected by the participants as one of the three most inspiring experiences they had listened to during two sessions of poster presentations which were part of the workshop.

UIL – enabling lifelong learning

CONFINTEA Scholarships - April 2015

During his stay at UIL, Mr Peter Björkman drafted a case study for LitBase, the UIL database of effective literacy and numeracy practices. For this case study, he collected best practice examples from members of Literacy for All, a European library network that Mr Björkman helped establish in June 2014. Mr Björkman also assisted Ms Lisa Krolak, Head of Documentation at UIL, in revising the International Federation of Library Associations and Institutions' (IFLA) Guidelines for Library-Based Literacy Programs. During his scholarship, Mr Björkman visited various reading promotion programmes in Hamburg as well as libraries and network partners in Berlin, Münster (Germany) and Breda (Netherlands). On his return to Sweden, he continued his work on energizing and expanding the Literacy for All

Mr Peter Björkman

Ms Fatime Pamdegue

network and gave a presentation on his experiences to his colleagues at Botkyrka Library. Mr Björkman was fully funded by a German Library Association professional exchange programme.

Ms Fatime Pamdegue worked on a research project entitled 'Evaluation des

compétences linguistiques: Cas de l´apprentissage due français et langues maternelles dans le systéme éducatif tchadien'. This project explores reasons for pupils' language difficulties in French and aims to find effective ways of integrating native languages

into Chad's school system. When she returned to Chad, Ms Pamdegue submitted her literature review to her director and visited a range of different schools in N'Djamena, including public and private schools as well as Catholic, Protestant and Muslim schools, in order to collect research data for her study. During these school visits, Ms Pamdegue evaluated pupils' language ability in French and their native languages. Ms Pamdegue's next step will be to identify the most effective teaching methods for bilingual language learning. Improving the teaching of native languages will involve ensuring that these methods are adapted to the social environment and language variety of Chad.

New Publications

Action research to improve youth and adult literacy

The UNESCO Institute for Lifelong Learning (UIL), in collaboration with the UNESCO Multi-sectoral Regional Office for West Africa in Abuja, has published a guidebook on how action research can enhance youth and adult literacy education and learning. This guidebook can be used as a resource for training adult educators and implementing participatory and collaborative action research processes.

In order to launch this guidebook and discuss ways in which it can be used, UIL has invited senior staff members of several African, Asian and international training organizations (e.g. higher education institutions and NGOs) to participate in a 3-day workshop from 24–26 March. The specific aims of this workshop are
- to launch the new UNESCO guidebook in the company of the five authors;
- to develop a policy brief on creating an enabling environment for

participatory and collaborative action research; and
- to support training institutions that wish to integrate participatory and collaborative action research into their training programmes, curricula and institutional development.

Following the workshop, collaboration between UIL and the various training organizations will continue online and through on-site technical support. Five teacher training institutes and organisations which will pilot the integration of participatory and collaborative research in their curricula will be directly supported by UNESCO in 2015. Five other teacher training institutes and organisations that are interested in applying action research will be invited to join this initiative in 2016. A further five will receive introductory training at sub-regional level in 2017.
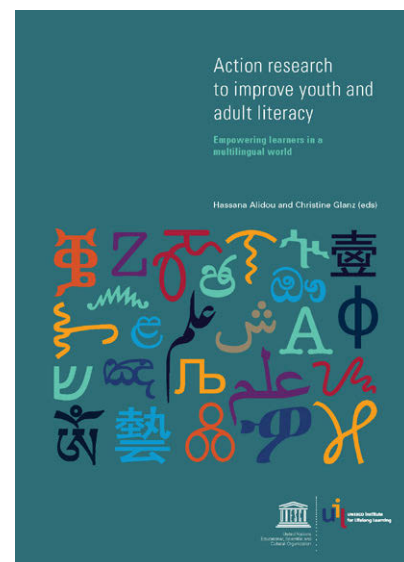
Download

Action research to improve youth and adult literacy Empowering learners in a multilingual world (PDF, English, 906 KB).

Harnessing the Potential of ICTs for Literacy Teaching and Learning

Information and communication technologies (ICTs) contribute to literacy and numeracy by enhancing access and outreach, motivating learners to engage or re-engage in learning, improving the quality of teaching and learning, and boosting the possibilities for lifelong learning.

To showcase this potential, UIL recently published H*arnessing the potential of ICTs for literacy teaching and learning*, a compilation of twenty-six

case studies of literacy and numeracy programmes that successfully use radio, TV, mobile phones, tablets and computers. This compilation shows that ICTs can supplement face-to-face adult literacy teaching and help to maintain and develop literacy skills to higher proficiency levels.

Several case studies in this volume explicitly highlight the potential of ICTs to empower women and girls, for examples those from Cambodia (Pink Phone), Iraq (Civic education information service for female Iraqi leaders), Kenya (Empowering self-help groups through ICT for better education) and Senegal (Literacy project for girls and women using ICT).

Downloads

- English: Harnessing the Potential of ICTs for Literacy Teaching and Learning (PDF, English, 4MB)
- Français : Exploiter le potentiel des TIC dans l'enseignement et l'apprentissage des compétences de base (PDF, Français, 6 MB)
- Español: Aprovechar el Potencial de las TIC para la Alfabetización (PDF, Español, 6 MB)

More examples of innovative literacy programmes can be found on UNESCO's Effective Literacy and Numeracy Practices Database (LitBase)
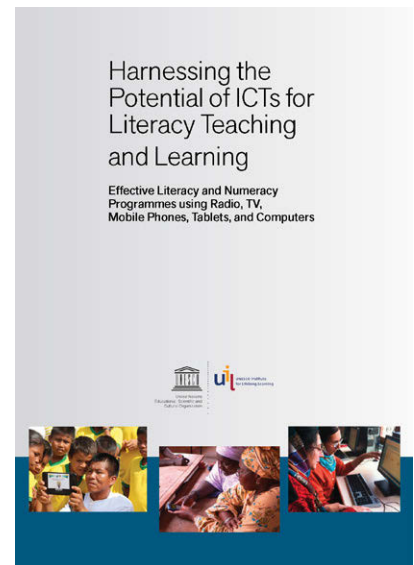
Lifelong learning in Ethiopia, Kenya, Namibia, Rwanda and Tanzania

There are porous boundaries among and between formal education, non-formal education and informal learning, and a number of issues that affect the operationalization of lifelong learning. These include conceptual understandings of lifelong learning, the recognition of learning achievements and the role of counselling and guidance, teachers and facilitators, financial resources and infrastructure, and coordination among stakeholders,' says Arne Carlsen, Director of the UNESCO Institute for Lifelong Learning.

The UNESCO Institute for Lifelong Learning has produced a study on key issues and policy considerations in promoting lifelong learning in five African countries. This study draws lessons from desk research and fieldwork that are summarized in ten recommendations for further action and reform.
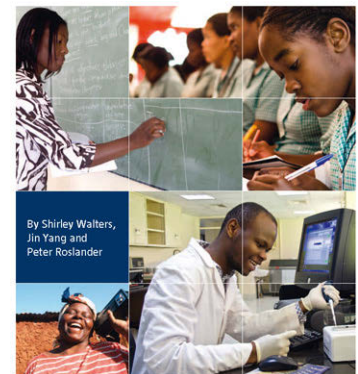
The recommendations range from developing an overarching policy framework and clear guidelines, through tapping into existing traditions of community learning, to creating linkages between formal and non-formal education and informal learning.

Download

Key Issues and Policy Considerations in Promoting Lifelong Learning in Selected African Countries (PDF, 5 MB)

Building a Learning Society in Japan, the Republic of Korea and Singapore

Japan, the Republic of Korea and Singapore are in the process of becoming learning societies. These countries focus on educating the work force and investing in educational research.

UIL has just published, as the second volume in its series on Lifelong learning policies and strategies, a report entitled Building a learning society in Japan, the Republic of Korea and Singapore by Jin Yang and Rika Yorozu. This report discusses policies, action plans, governance and financing from each country and draws common lessons.

Downloads

- Building a Learning Society in Japan, the Republic of Korea and Singapore (PDF, 6 MB)
- The first volume in UIL's series on Lifelong Learning Policies and Strategies, Key Issues and Policy Considerations in Promoting Lifelong Learning in Selected African Countries: Ethiopia, Kenya, Namibia, Rwanda and Tanzania (PDF, 3.6 MB), is also available for free download.

New Impact of Distance Education on Adult Learning (IDEAL) report

The Impact of Distance Education on Adult Learning (IDEAL) project has just published the second of three study reports, focusing on the social profile of adults enrolled in distance education. The third report will be published in February 2015.

The IDEAL project, funded by the Lifelong Learning Programme of the European Union, seeks to examine how higher education institutions can contribute to adult learning by way of distance education. This project, which has been running since October 2013,

will optimize our knowledge of distance learning services throughout Europe and provide valuable information on the profiles of potential students.

The IDEAL team continues to organise policy and capacity-building seminars specifically to enhance the match between the distance education offerings and the needs of adult learners.

To download the report click here.

In order to receive regular updates, you can subscribe to the IDEAL newsletter here.
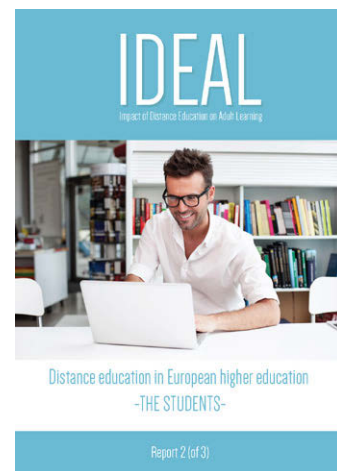
Recognition, Validation and Accreditation of Non-formal and Informal Learning in UNESCO Member States

'The recent development of lifelong learning policies in many UNESCO Member States has shown that there is

a growing demand for the knowledge, skills and competences acquired by adults and young people over the

course of their lives to be evaluated and accredited within different contexts: work, education, family life, community

and society,' says Arne Carlsen, Director of the UNESCO Institute for Lifelong Learning.

Alongside established systems for recognizing formal learning, some Member States have developed mechanisms to recognize and validate non-formal and informal learning, and many more are in the process of doing so.

The Belém Framework for Action, adopted by 144 UNESCO Member States at the 6th International Conference on Adult Education in 2009, called on UNESCO to develop guidelines on 'all learning outcomes, including those acquired through non-formal and informal learning, so that these may be recognized and validated'.

Consequently, the UNESCO Guidelines for the Recognition,

Validation and Accreditation of the Outcomes of Non-formal and Informal Learning were developed and published by UIL in 2012 following a consultation process involving Member States. This report synthesizes and analyses the responses received from forty-two Member States during that consultation process.

Download

Recognition, Validation and Accreditation of Non-formal and Informal Learning in UNESCO Member States (PDF, 3 MB)

For further information, please contact Ms Madhu Singh, Senior Programme Specialist.
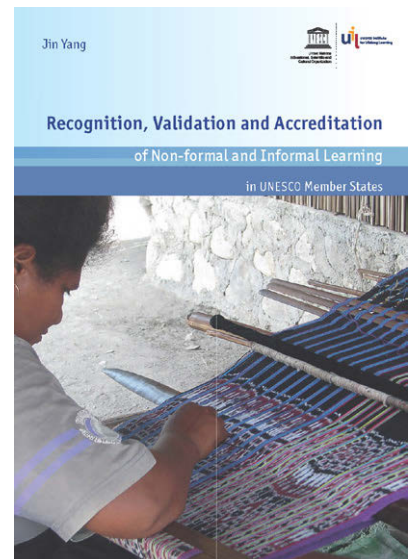
2015 edition of Global Inventory of Regional and National Qualifications Frameworks

'This Inventory showcases eighty-six countries and investigates how learning outcomes of non-formal and informal learning are being integrated alongside formal qualifications into regional and national qualifications frameworks for lifelong learning,' said Arne Carlsen, Director of the UNESCO Institute for Lifelong Learning.

UNESCO HQ, the European Centre for the Development of Vocational Training (CEDEFOP), the European Training Foundation (ETF) and the UNESCO Institute for Lifelong Learning (UIL) launched the 2015 edition of the Global Inventory of Regional and National Qualifications Frameworks at the 5th Asia-Europe Education Ministers' Meeting (ASEM ME5), which took place in Riga, Latvia, from 27 to 28 April 2015.

The Inventory comprises two volumes. Volume 1 consists of six thematic chapters highlighting issues related to

the impact of national qualifications frameworks (NQFs), links between NQFs and the validation of non-formal and informal learning, and NQF links with informal sector skills development. Other issues dealt with in this volume include reforms to qualifications systems, changes in legal and institutional arrangements resulting from these reforms, and the development of world reference levels of learning outcomes. Volume 2 provides an inventory of the NQFs of eighty-six countries and seven regional qualifications frameworks. Using country case studies, the Global Inventory charts progress towards the achievement of NQF goals. It draws on extensive research in the field of qualifications, as captured in the list of countries and regions covered. The next edition is scheduled for publication in 2017.

Download

Download Vol. 1: Thematic Chapters (PDF, English, 4.6 MB)
Volume 2 will soon be available for download.

Global Perspectives on Recognising Non-formal and Informal Learning: Why Recognition Matters

'Recognition of the outcomes of non-formal and informal learning is a prerequisite for building learning societies,' says Arne Carlsen, Director of the UNESCO Institute for Lifelong Learning (UIL).

This UIL publication investigates factors that are critical for implementing the recognition, validation and accreditation (RVA) of non-formal and informal learning. It examines RVA's strategic policy objectives and best practice features as well as the challenges faced and ways forward as reported by Member States. Most importantly, perhaps, this book assesses RVA's role in promoting equality and inclusiveness both in education and across society more generally.

RVA is at the top of the policy and research agenda in an increasing number of countries. It has the potential to redress a serious lack of relevant academic and vocational qualifications and to promote the development of competences and certification procedures which recognize different types of learning, including formal, non-formal and informal learning.

Global Perspectives on Recognising Non-formal and Informal Learning: Why Recognition Matters examines the importance of meeting institutional and political requirements that give genuine value to the recognition of nonformal and informal learning. In addition, it clarifies the usefulness of RVA and the role it plays in education, working life and voluntary work.

Madhu Singh's book highlights the importance of re-engineering education for change by recognizing all types of learning. This is crucial as a great deal of individuals' and groups' most important learning takes place in non-formal and informal contexts – through the workplace, civil society, the mass media, cultural settings, family and friends.

This book aims to share experience, expertise and lessons learned regarding RVA of nonformal and informal learning.
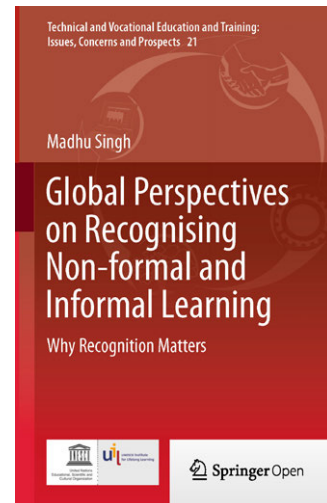
New lifelong learning terminology in Spanish and Portuguese

'This glossary will support policymakers, researchers and practitioners involved in youth and adult education in Latin America and other Spanish- and Portuguese-speaking countries and can lead to a new way of developing youth and adult education in these countries,' commented Arne Carlsen, Director of the UNESCO Institute for Lifelong Learning.

A pioneer project has developed a Spanish and Portuguese glossary with new terms and concepts in lifelong learning. The glossary is intended to be used in youth and adult education in Latin America.

The UNESCO Institute for Lifelong Learning and the Organization of Ibero-American States for Education, Science and Culture have collaboratively published a Spanish and Portuguese glossary entitled Aportes conceptuales de la educacion de personas jovenes y adultas: hacia la construccion de sentidos communes en la diversidad (in Portuguese: Contribuições conceituais da educaçao de pessoas jovens e adultas: rumo à construção de sentidos comuns na diversidade).

Twenty-nine authors contributed to this glossary. It builds upon the results of the 2ⁿᵈ Global Report on Adult Learning and Education (GRALE II), which concluded that the diversity of concepts in the field of youth and adult learning and education makes it difficult to collect comparable data and to develop and implement policies in this area

Downloads

Aportes conceptuales de la educacion de personas jovenes y adultas: hacia la construccion de sentidos communes en la diversidad (PDF, Spanish, 2.5 MB)

Contribuições conceituais da educaçao de pessoas jovens e adultas: rumo à construção de sentidos comuns na diversidade (PDF, Portuguese, 2.4 MB)

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The Role of Higher Education in Promoting Lifelong Learning

'Universities are playing an increasingly important role in creating lifelong opportunities for all', says Arne Carlsen, Director of the UNESCO Institute for Lifelong Learning (UIL).

This new UIL publication reports on how higher education institutes (HEIs) face a strategic imperative to broaden access to lifelong learning opportunities and ensure that education and learning are available to a diverse student population. Given the on-going process of globalization, demographic shifts in many countries, and the rapid pace of technological advancement, this book, the third volume in UIL's series on Lifelong Learning Policies and Strategies, discusses various ways that higher education can promote life¬long learning, paying due consideration to regional disparities and specificities. These include responses to the learning needs of older adults in China, the challenge of implementing recurrent education in Japan, European efforts to develop a common approach to lifelong learning at university, and how a lifelong learning approach is put into practice in higher education in Australia.